

DOCUMENT RESUME

ED 218 720

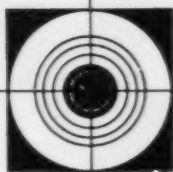
EA 014 730

AUTHOR Howard, Eugene R.
TITLE School Discipline--Helping the Teacher: Improving Discipline by Improving the School.
INSTITUTION National Association of Secondary School Principals, Reston, Va.
PUB DATE May 82
NOTE 18p.; Figures 1, 2, and 3 may reproduce poorly due to small print of original document.
AVAILABLE FROM Research Department, National Association of Secondary School Principals, 1904 Association Drive, Reston, VA 22091 (single copies: \$.50; quantity discounts; payment must accompany orders of \$15.00 or less).
JOURNAL CIT Practitioner; v8 n4 May 1982
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Administrator Role; Classroom Techniques; Conferences; *Discipline; Discipline Policy; Educational Environment; Inservice Teacher Education; Master Teachers; Secondary Education; *Student Behavior; Teacher Administrator Relationship
IDENTIFIERS Student Administrator Relationship

ABSTRACT

Administrators can use the strategies described in this article to encourage the development of self-discipline in their students without using punishments or training students to be conformists. Teachers who need help maintaining student discipline can be identified in several ways, including through analysis of disciplinary referrals. Class visitations show students as well as teachers that the administrator is available to help. The school can train its own disciplinary experts to provide extra assistance. Practical solutions to teachers' immediate problems must be offered before the teachers are asked to invest in long-range programs. Nine classroom management techniques offer solutions to many of these immediate problems. Improved organization and handling of referral conferences can make problems clearer and promote cooperation. Inservice programs on discipline and schoolwide climate improvement projects can also be useful. The experiences of twelve secondary schools and districts using various disciplinary strategies illustrate the value of the suggestions provided in this document. (Author/PGD)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *



The Practitioner

A Newsletter for the On-Line Administrator
(ISSN 0192-6160)

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

Vol. VIII, No. 4

May 1982

School Discipline--Helping the Teacher

Improving Discipline by Improving the School

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

☐ This document has been reproduced as
received from the person or organization
originating it.

☒ Minor changes have been made to improve
reproduction quality.

• Points of view or opinions stated in this docu-
ment do not necessarily represent official NIE
position or policy.

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

T. Koerner

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

ED218720

EA 014 730



The Practitioner

A Newsletter for the On-Line Administrator
(ISSN 0192-6160)

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

Vol. VIII, No. 4

May 1982

School Discipline--Helping the Teacher

Improving Discipline by Improving the School

"I think discipline is finding effective alternatives to punishment" -- Psychologist Haim Ginott in a discussion on the "Dick Cavett Show"

"Effective discipline helps an individual progress from the need for external controls to the self-discipline of the mature adult" -- Excerpt from the Dallas Independent School District's "Philosophy of Discipline"

Two major strategies for helping teachers improve discipline are suggested in these quotations:

- finding alternatives to punishment, and
- helping people (everyone in a school, not just the students) progress from the need for external controls to self-discipline

There is an important philosophical difference between the views of educators who seek to improve discipline by defining alternative punishments and those who seek alternatives to punishment.

Likewise, there is an important difference between those who educate for conformity and those who educate for self-discipline.

This discussion will be most valuable to the administrator who feels that self-discipline -- the ability to assume responsibility for one's own learning, to make positive contributions to one's school or society, to help others -- can and should be taught.

We will focus first of all on the individual teacher.



Identify Teachers Who Need Help

Assisting teachers who are having discipline problems is impossible if you do not know who they are. There are, of course, a number of informal ways to identify such teachers. Students will tell you about them and so will other teachers, if they have your confidence. You can identify some through classroom observation. Others will come to you on their own because they want your help.

Another useful technique is referral analysis.

1. Designate one central location (e.g., the office of an assistant principal) as the place where all students are to come when referred to the office for disciplinary or attendance problems.
2. Establish a procedure at that location whereby a secretary keeps a log of all referrals by each teacher. This log might take the form of a ledger or a series of index cards.
3. The secretary lists the following information for each referral:
 - Date and time
 - Student's name
 - Referring teacher's name
 - Reason for referral

This information might be included on the regular referral form sent to the office by the teacher.

4. Periodically (once or twice a month) the secretary prepares a summary of referrals showing the number made by each teacher and the reasons given for each referral.

This summary can provide the administration with what amounts to an early warning system--that something may be wrong in a particular teacher's class. It is not unusual for such analyses to reveal that as many as two-thirds of the school's referrals are originating from 10 percent of the teachers. Probably these teachers need help. If the administration concentrates time and effort on them, the number of referrals may be reduced in a short period of time.

A word of caution. One principal initiated a system like the one described above with the statement, "Now we are going to find out who the bad teachers are." Predictably, the faculty declared war on the project. In implementing a program, be careful not to offend the teachers you are trying to help.



Visit Classes

Administrators will find it difficult to help teachers unless they go into classrooms. Spending as much time as possible in the classroom is basic to good supervision of staff--teaching, observing, helping individual pupils, asking questions, making suggestions, and, in general, supporting the teacher. Make it clear that your purpose in the classroom is not to evaluate teachers; rather, it is to help them do a better job. (Formal evaluation visits are different.) Sometimes the climate of a class can be improved markedly simply by transferring several troublesome pupils elsewhere, thereby breaking up a clique. You can often be much more helpful to potentially disruptive students if you work with them before they are referred rather than afterward.

You will no doubt spend more time with those teachers who obviously need your help. New teachers, especially, require reassurance that an administrator is readily available and willing to help. Be sure teachers view you as a classroom participant, not as a visitor. Your presence in planning sessions with teachers is also important. You cannot help teachers by staying in your office. Spend some of your time where the action is.



Organize a Home-Grown Cadre of Experts To Help Teachers

Helping teachers improve their teaching effectiveness is too big a job for just one or two people. Some principals have formed and trained small cadres of master teachers who work with other teachers to develop their skills. Two types of training are discussed below.

1. A review of the principles of learning and motivation that are basic to many discipline improvement approaches. Members of the group might start by renewing their acquaintance with such concepts as Adlerian psychology, the theory of logical consequences (Rudolf Dreikurs), reality therapy and schools without failure (William Glasser), transaction analysis (Thomas Harris and Eric Berne), enhancing self-concept (William Purkey), teacher effectiveness training (Thomas Gordon), and behavior modification (B. F. Skinner).

2. A look at some of the existing programs for improving discipline.

• A number of worthwhile programs are based on the assumption that discipline and achievement will improve to the extent that the quality of instruction improves. Figure 1 lists four programs based on this premise.

Figure 1
Programs for Improving Discipline
by Improving the Quality of Instruction

Approach:

Further Information:

1. Cooperative Team Learning

A way to organize the classroom into heterogeneously grouped learning teams to master basic skills. Similarly organized teams can be used for studying topics in depth or for special project work.

Johns Hopkins Team Learning Project
The Johns Hopkins University
3505 N. Charles St.
Baltimore, Md. 21218

2. Mastery Learning

A teaching method designed to increase efficiency of teaching to the extent that students no longer need to fail. Reducing failures will reduce discipline problems.

Benjamin S. Bloom
Human Characteristics and School Learning
New York: McGraw-Hill, 1976

3. The Positive Attitude Towards Learning Program (PATL)

A series of staff development kits designed to help teachers with classroom management, individualizing instruction, and encouraging active pupil involvement in learning (a Title 4-C nationally validated project).

Charles Pelan, Project Director
PATL
Bethalto Community Unit #8
322 E. Central
Bethalto, Ill. 62010

4. Teacher Expectations and Student Achievement (TESA)

An inservice program designed to improve the quality of interactions between teachers and students. Emphasis is placed on improving interactions with low achieving pupils. Teachers help one another apply the skills learned in the workshops.

Dr. Sam Kerman
Equal Opportunity in the Classroom
Project
Los Angeles County Education Center
9300 E. Imperial Hwy., Rm. 246
Downey, Calif. 90242

● Other programs are based on the assumption that discipline will improve when greater support is provided to pupils who need it most. Three successful programs based on this perspective are described in Figure 2.

Figure 2
Programs for Improving Discipline
by Improving Support to Those Who Need It

Approach:

Further Information:

1. Peer Tutoring

A procedure whereby pupils who need support and assistance in learning receive it from a peer, to the benefit of both.

Alan Gartner, Mary Kobler, and
Frank Riesman
Children Teach Children
New York: Harper & Row, 1971

2. Positive Peer Culture (PPC) -- Peer Counseling

PPC is a self-help program operating from the premise that youngsters are basically idealistic and interested in helping others. Leaders are given training so that they can provide peer counseling to others in small advisory groups.

Dr. Eugene Skinner
Human/Community Relations
3902 Davenport Street
Omaha, Nebr. 68131

The program has been operating successfully in the Omaha Public Schools since 1973.

3. Teacher Advisement Programs

Teacher advisement programs increase the amount of support available to pupils by assigning them to small adviser-advisee groups. Teacher-advisers are trained to help students with their academic and school adjustment problems. Advisement programs improve communications between the home and school. The Raritan High School project is especially designed to assist ninth grade pupils in the transition from junior to senior high school.

William P. McDermott and
Robert T. Dudley
Raritan High School
Middle Rd.
Hazlet, N.J. 07730

● Still other programs are based on the assumption that discipline throughout the school can be improved by helping pupils improve their ability to manage their own decisions, solve problems, and assume responsibility for their own behavior. Most of these programs are designed to improve student self-concept, recognizing that a positive self-concept is a necessary precondition for successful learning. Three of these programs are summarized in Figure 3.

Figure 3
Programs for Improving Discipline by Improving Students'
Self-Concept and Self-Directiveness Skills

Approach:

Further Information:

1. Positive Alternatives to Student Suspension (PASS)

The total PASS program has eight components, including staff development materials, a "Student's School Survival" course, and procedures for establishing a time-out room. (Title 4-C nationally validated)

Pupil Personnel Services
Dissemination Project
The School Board of Pineallas
County
1015 10th Ave. N.
St. Petersburg, Fla. 33705

2. Quest

This guidance program helps secondary students increase their self-esteem and improve their life skills in such areas as decision-making, communications, and responsibility. Teachers are trained to use the materials, which can be integrated into existing courses or taught independently.

Quest, Inc.
2703 N. Main St.
Finlay, Ohio 45840

3. The New Model Me

"Me" is a high school curriculum designed to help students deal with causes and consequences of behavior. Some lessons and units can be integrated into regular high school curricula. The program, originally developed in Lakewood, Ohio, is a Title III nationally validated project.

James R. Roew, Project Director
Curriculum on Meeting Modern
Problems
Lakewood Board of Education
1470 Warren Rd.
Lakewood, Ohio 44107

Members of a school cadre can begin helping teachers soon after the training program begins. They may find it helpful to use other members of the group as resource people. Principals also may wish to use the cadre as a planning group for the school's inservice program.



Providing First Aid for Teachers with Special Problems

Teachers with immediate, pressing, discipline problems are more likely to be receptive to long-term solutions if they are provided with some ideas that relate to their immediate situations. Among those needing first aid¹ may be beginning teachers who have not yet developed appropriate disciplinary techniques. Others may be experienced teachers who are disillusioned because techniques that worked well with previous classes are no longer effective.

1. The first aid concept and some of the ideas in this section were originally suggested by Rolf E. Muuss in First Aid in Social Situations, Cleveland, Ohio: Educational Research Council of America, 1968.

You (and your cadre) may be strongly tempted to provide troubled teachers with Skinnerian-type behavior-modification techniques that do restore order but that may be counter-productive in the long run. Some behaviorist techniques have a tendency to teach students to learn for the wrong reasons; i.e., to please the teacher, to earn artificial rewards, or to avoid negative consequences. Although these techniques are at least superficially successful, they are also addictive. They may provide the teacher with some undesirable consequences. They tend to foster dependent relationships between pupils and teachers and are generically manipulative. Some youngsters, especially bright nonconformists, will understand and resist manipulation.

How then can you avoid addictive strategies and still provide the teacher with useful first aid suggestions? Following is a list of nine classroom management techniques that are consistent with a humane and interactive approach to classroom discipline.

- R** 1. Anticipating disciplinary problems. A variety of assessment techniques exist for identifying those situations and cues that indicate discipline problems are likely to occur. Members of your cadre might develop a list of such situations and cues together with suggested approaches for dealing with each of them (e.g., high interest activities for Friday afternoon classes preceding a football game).
- R** 2. Setting limits. This process usually involves students in defining mutually agreed-upon, enforceable standards of behavior and defining logical consequences for those who violate the standards. Suggest this process to teachers who appear to be inconsistent in their expectations for student behavior.
- R** 3. Using signaling techniques. Teachers can sometime discourage discipline problems before they happen by signaling the pupils who are involved that the situation is being observed and understood. Many signals (e.g., a look) can be unobtrusive so that the teacher does not disrupt the class while attempting to prevent or curb misbehavior.
- R** 4. Developing assertiveness. Many techniques in the various assertiveness training approaches are useful to teachers having difficulty in expressing their expectations forcefully and clearly. The teacher, for example, might learn to use students' names more often and to make direct eye contact while expressing expectations.
- R** 5. Exercising control through proximity. A teacher can discourage potential disruptive behavior by moving closer to the students who may cause a disruption. The teacher might move to a position behind or beside the student, place a hand on the desk, or on the pupil's shoulder. Changing student seats is another useful strategy.

R

6. Varying classroom activities. This first aid technique may have long-range as well as short-range consequences. Successful teachers usually vary activities frequently depending on the difficulty of the task and the age and maturity of the students. A lecture or audiovisual presentation may be followed by discussion in subgroups or by various hands-on tasks. Small group activity may be followed by reports to the total class. Teachers plagued with discipline problems can be helped to plan lessons that call for more variety. They can also learn how to become sensitive to cues from students who are becoming anxious or restless.

R

7. Improving routine management activities. If classroom management activities are not carefully structured disruption can occur, inviting additional disturbance by students. At the first aid stage, teachers with problems can be helped to improve such simple procedures as taking attendance unobtrusively, collecting and returning papers efficiently, preparing audiovisual materials and equipment in advance, giving clear and concise instructions for initiating new activities, handling requests to leave the room, and distributing materials for individual or small-group work. Administrators will usually be able to make several suggestions for more effective management after only one visit to the class of a troubled teacher.

R

8. Removing disruptive pupils. Sometimes, as a first aid measure, one or more pupils must temporarily or permanently be removed from the class. There may be a negative group or clique of pupils in a class causing behavior problems. Sometimes behavior can be improved if individuals are separated and transferred to other classes. Temporary removal to the school office or to a time-out room, if one is available, may also help.

R

9. Calling a staffing conference. Students who persistently cause disruption in more than one class can sometimes be helped if the reasons for their behavior are better understood by all concerned. A staffing conference attended by the student's teachers and a counselor and/or psychologist may define causes and suggest solutions. Perhaps the youngster should be referred for special services or to a special program. When all else fails, it may be necessary to suspend the boy or girl from the class and arrange for a followup conference.



Improve the Effectiveness of the Referral Conference

The referral conference provides the school administrator with a prime opportunity to assist teachers in handling discipline problems.

Several practices emerge from the experience of administrators as particularly important to effective referral conferences.

- Utilize active listening skills during the conference and encourage other participants to do so. If, for example, the teacher describes an incident in which the pupil exhibited aggressive behavior, you might ask the student to summarize what the teacher feels about the situation. Active listening tends to reduce the amount of conflict in the conference and promotes cooperative problem solving.
- Keep complete records. Each time you meet with a student, teacher, and/or parent, have information about the pupil's achievement, attendance, and discipline record. The file should include positive as well as negative information. File information is important in defining the problem and should be reviewed at the beginning of the conference.
- Use a formal problem-solving process in arriving at an action plan. Such a process usually consists of the following steps: (1) defining the problem; (2) considering a variety of solutions; (3) seeking agreement about solutions most likely to be effective; and (4) developing an action plan to implement the agreed-upon solutions.

The action plan sometimes takes the form of a contract. If a contract is agreed upon, each individual's obligations should be clearly defined. Some consequences of success or failure might be specified. The final step in the process is evaluation, and a date for a formal evaluation conference should be set before the referral conference is concluded.



Develop a Discipline Inservice Program

Principals may wish to refer to the November 1980 Practitioner, "Inservice Education," for a discussion of the characteristics of successful school inservice education programs. Following are some suggestions consistent with those characteristics for organizing an inservice program specifically designed to help teachers improve discipline:

- ✓ Use your local cadre as a planning group for inservice programs and as a team of helpers for teachers applying newly-learned skills in their classrooms.

- ✓ Teach your cadre interaction skills so that they can observe classroom interactions in a systematic manner.
- ✓ Conduct a needs and strengths assessment asking faculty members to rate the extent to which they feel they should strengthen certain teaching skills. This information should influence the planning decisions of the cadre.
- ✓ Plan a series of six to eight inservice sessions. Each session should be devoted to providing participants with experience in one teaching skill. Your cadre may wish to develop its own list of skills based on studies of successful programs, or it may wish to adopt a program such as TESA or mastery learning in its entirety.
- ✓ As a final activity of each inservice session, ask each teacher to write a professional improvement plan stating how he or she will apply the newly-learned skill in the classroom. The plan should contain at least one objective and from two to six activities. The plan and its followup will become the appraisal guide for the cadre member who conducts the followup visits to the teacher's class. (Note: It must be clearly understood that information from the classroom observations conducted as a part of the inservice program is not to be used in the formal evaluation of the teacher for tenure, retention, or promotion.)

During the three to five weeks between inservice sessions, members of the cadre, by appointment, observe classes in order to assist teachers in applying their newly-acquired skills. After each observation, the observer provides the teacher with feedback information on the particular skill being learned.

Many topics are appropriate for a single inservice session or for a series of sessions.

- Techniques of positive reinforcement (e.g., student recognition programs).
- Avoiding teacher-caused discipline problems (e.g., reducing threatening remarks, punishing the whole class for infractions of a few, reducing negative labeling, lowering grades and assigning extra work as punishment, avoiding sarcasm, losing one's temper, and humiliating students).
- Techniques for involving the least successful students in classroom activities, such as asking low-achieving youngsters questions they can answer, assigning them work they can do well, and organizing a variety of subgroups beyond the commonly-used ability or achievement groupings (e.g., tutorial groups, project groups, cooperative learning groups).

- Writing lesson plans for individual students and small groups of students (as contrasted with writing lesson plans for oneself).
- Effective diagnostic-prescriptive techniques (identifying the cognitive or learning styles of each student and developing an individualized educational plan).
- Increasing opportunities for active learning in the classroom (e.g., use of simulations, academic games, dramatic and artistic activities, community education and career education activities, investigative interviewing and reporting, outdoor education activities with academic objectives).



Launch a Schoolwide Climate Improvement Project

Evidence is accumulating which indicates that as the overall climate of a school improves, discipline problems decrease.

In a project sponsored by the Colorado Department of Education, principals of six pilot schools guided their faculty members through an eight-step process for climate improvement. The steps are: 1) organize an improvement committee, 2) develop faculty awareness, 3) collect base-line data, 4) assess the climate of the school, 5) define priorities in terms of climate determinants, 6) form task forces to strengthen agreed-upon priorities, 7) manage the task forces, and 8) evaluate the project's impact.

Five of the six schools completed the first cycle of the process in one year. Using a validated climate instrument, all five schools documented that a substantial improvement in climate had been perceived by teachers. Each school collected data on five "symptoms of alienation": pupil absences, dropout ratios, discipline referrals, suspensions, and failing grades. The results, after one year, were as follows:

- Four of the five schools documented a reduction in office discipline referrals
- Three schools showed improvement in attendance
- Two schools reported lower dropout rates and higher student performance
- One school experienced a reduction in the number of suspensions.



To Illustrate



Carmody Junior High School
Maran Doggett, Principal

2050 Kipling
Denver, Colo. 80227

Carmody has operated an extensive inservice program for the past three years. This program is linked to clinical supervision and is based on the principles of interaction analysis. Each inservice session focuses on one teaching skill. Teachers are observed by the principal, who assists them in applying the skill to the classroom. Emphasis is on positive reinforcement, techniques for motivating students, teaching student responsibility, active listening, and study skills.

Discipline referrals have been lowered by 90 percent and vandalism, litter, and graffiti have been notably reduced. Attendance and achievement in basic skills have improved substantially.



Center High School
Riley Hodges, Principal

P.O. Box 730
Center, Colo. 81125

Center High School is a participant in the state's Pilot Schools Project for climate improvement. The school has made substantial gains by implementing an eight-step climate improvement process, organizing a faculty-parent discipline committee, and establishing climate improvement task forces.

Referrals to the office numbered 117 in 1977-78 (35 percent of enrollment). In 1980-81, only 54 referrals were made (20 percent of enrollment). Attendance improved from an 86 percent average daily attendance in 1977-78 to 92 percent in 1980-81. Dropouts were also reduced.



Iver C. Ranum High School
Westminster School District
Donald Rhoda, Principal
Carol Proffitt, Assistant Principal

2401 W. 80th Ave.
Denver, Colo. 80221

A very simple but effective student recognition system has been established at Ranum High School to provide verbal and written reinforcement of students' positive efforts and achievements. Teachers wishing to extend special recognition complete a "Student Recognition Form." This is forwarded to an administrator, who calls the student to the office for recognition.

Forms are distributed to teachers each week, but individuals decide whether or not to use the form weekly.

Ranum's administrators have received numerous positive responses from students and parents, and feel that "this is one of the most effective school-wide programs we've ever attempted."



Widefield School District #3
W. L. Stenson, Project Director

1820 Main St.
Security, Colo. 80911

This suburban school district received three years of funding from Title 4-C to initiate climate improvement projects in all of its schools. A needs assessment was conducted, priorities for improving each school's climate were defined, and task forces were formed to plan and manage specific projects. A comprehensive staff development program operated at both the district and individual school level. Between 1975-76 (the year before the project was launched) and 1979-80, the following changes occurred:

- Discipline referrals in the district declined by 30 percent
- Serious referrals (assault, theft, etc.) declined by 74 percent
- Thefts during school hours declined 55 percent
- The average cost of vandalism was lowered 98 percent
- The student absentee rate was reduced by 20 percent



Emerson Junior High School
Richard Haertel, Principal

29100 W. Chicago
Livonia, Mich. 48150

Glasser's concept of Reality Therapy is basic to Emerson's discipline plan. Specific procedures have been defined in dealing with all discipline problems. One of the procedures, for example, is referral to the planning room, where students quietly write a plan for changing their behavior. The planning room is supervised by a teacher aide.

All teachers have been trained in Glasser's concepts of schools without failure and reality therapy. This program has dramatically reduced discipline problems in the school.



Seaholm High School
Helen Mills, Assistant Principal

2436 Lincoln Rd.
Birmingham, Mich. 48009

The structure of Seaholm High School reflects the faculty's belief that students at different levels of development need different kinds of structure.

Eleventh and twelfth grade students, for example, are assigned a "free" period that may be used for study and reading in the media center, socializing in the commons-courtyard, or returning home.

These upper level students are also permitted to leave the campus during the lunch period. Students are monitored by the dean, and Dreikur's concept of "logical consequences" is applied in dealing with students who violate the rules. If student violators feel they are unfairly treated, they

may appeal to a grievance board composed of students and staff. Parents and students are involved in the corrective action process.

Seaholm administrators report that student morale is very high. School events are well attended. The daily absentee rate is an extraordinary three and one-half percent; only four percent of the students have been involved in truancies. The dropout rate is very low and vandalism costs are among the lowest in the state.



Catholic Central High School
Robert J. Gill, Vice Principal

320 Westview
Stuebenville, Ohio 43952

Catholic Central administrators assist teachers to resolve discipline problems by observing classes, evaluating the effectiveness of teaching, and suggesting--at teacher-administrator conferences--improvements in teaching techniques.

Teachers are regularly urged by administrators to increase the variety of teaching methods and activities. "Using various methods such as small-group discussion, large-group discussion, role-playing, and demonstration, as well as the basic lecture method, help keep students' interest, and lower disciplinary problems....More student involvement is the key to lowering disciplinary problems and increasing the learning rate."



Nimitz Junior High School
Wayne Kendall, Principal
Barbara Case, Assistant Principal

3111 E. 56th St.
Tulsa, Okla. 74105

A process called the "negotiated conference" has been developed at this school and is used at the principal's discretion or upon teacher request. The negotiated conference involves several steps:

- The teacher gives his or her version of the problem at the beginning of the conference.
- The student is asked to state the problem from the teacher's point of view.
- The teacher affirms that the student understands the problem from the teacher's point of view.
- The process then is reversed. The student describes the problem and the teacher restates the problem from the student's point of view.

Teachers are trained in the active listening process. The negotiated conference has been effective in resolving teacher-student conflict as well as conflict among students.



Madison Junior High School
Gary Taylor, Principal

500 S.E. Madison Blvd.
Bartlesville, Okla. 74003

Madison utilizes an in-school suspension program that has effectively reduced discipline problems. A counselor is asked to review the grades of a disruptive student. If the report is negative, the student is placed in the in-school suspension classroom until there is improvement in both grade performance and behavior. The in-school suspension coordinator normally works with six students at a time, counseling and tutoring. Students must remain in the in-house suspension room throughout the day, except for lunch.

Other features of the school's discipline prevention program include:

- Emphasis on teacher and principal visibility especially in hallways between classes and in restrooms
- A teacher survey after the first few weeks of school to identify possible problem students
- Special efforts to keep parents informed of all incidents of disruptive behavior



McCarty Middle School
Ann Marie Collins, Principal

1400 S.E. 5th
Gresham, Oreg. 97030

The McCarty Middle School faculty has adopted a preventive approach in dealing with discipline problems. The McCarty program, now in its fourth year of operation, has two major components: The House Supervisor Plan and the STAR (Student Teachers Act React) Program.

A house supervisor, assigned to each of the school's four houses, serves as curriculum coordinator, administrator, and adviser to all students and staff members within the house. These supervisors (who know the students in their house very well) monitor behavior closely in order to prevent disciplinary problems.

STAR is a guidance program that assigns each youngster to a guide group of 15 to 20 students. The teacher-director is responsible for providing learning experiences that can enhance self-concept and encourage self-direction. Students explore ideas, ask questions, and pursue issues of special importance to them. The teacher-director functions as a communications link between the school and the home.

Office referrals for misbehavior have been dramatically reduced and the climate of the school is "observably more relaxed." The success of the program is attributed to staff commitment and inservice training.



Alamo Catholic High School
Edward Leyden, Principal

1800 N. Spring
P.O. Box 5684
Amarillo, Tex. 79104

Alamo Catholic High School has developed an "encounter strategy" designed to change the behavior of pupils who are persistent discipline problems or who are judged to be academic underachievers. The student, parents and teachers meet in the "encounter session" to identify obstacles to the student's academic and personal growth. The session consists of three stages:

1. Analysis -- The causes of the student's difficulties are defined.
2. Action Planning -- A plan for improving behavior is agreed upon and the student selects one person from the group to serve as his or her resource person.
3. Evaluation -- The group reconvenes at a later date to review progress, revise the action plan, and to decide whether or not additional meetings are necessary.



South High School
LaVar Sorensen, Principal

1575 S. State St.
Salt Lake City, Utah 84115

South High School employs a formal method for helping teachers who lack effective teaching and classroom management skills. The district's negotiated agreement with the Salt Lake Teachers Association defines a "remediation" process for these teachers that includes the following steps:

- Informal remediation. The principal arranges for assistance to teachers experiencing difficulty. If informal remediation does not prove effective, the principal requests formal remediation.
- The teacher is informed of his or her right to be represented by an association member. A "Referral for Remediation" form is completed and sent to the central office.
- An assistance team is organized. The association is involved in selecting the members of the team.
- A remediation plan is developed by the remediation assistance team and the teacher.
- The team and teacher follow a series of previously-agreed-upon steps culminating in the termination of the remediation

process and the destruction of all records or the termination of the teacher.

The principal credits the program with helping several teachers, and contributing to a reduction of discipline problems in the school.

This Practitioner was prepared by Eugene R. Howard, director, School Improvement and Leadership, Colorado Department of Education, Denver. Some of the material in this paper was originally published in Howard's School Discipline Desl. Book, West Nyack, N.Y.: Parker Publishing Co., 1978. The material is included in this paper with the permission of the publisher.

The Practitioner is a quarterly publication of the Research Department of the National Association of Secondary School Principals, 1904 Association Dr., Reston, Va. 22091. Annual subscription rate of \$2 is included in the dues of NASSP. Individual subscriptions are not available. Additional copies may be ordered: single copies, 50 cents each; 2-10 copies, 40 cents each; 11-99 copies, 35 cents each; 100 or more copies, 30 cents each. **Payment must accompany orders of \$15 or less.**

J. Walter Potter, *President, NASSP*
 Scott D. Thomson, *Executive Director*
 James W. Keefe, *Director of Research*

Thomas F. Koerner, *Director of Publications*
 Carol Bruce, *Assistant Director of Publications*
